



## Curriculum Recovery - English: Year 1 An Overview of Objectives

The planning framework consists of three 2-week modules which tackle consolidation of Reception objectives and moving towards introducing Year 1 objectives. It is based upon two books: The first book, used in Module 1, 'No Matter What' by Debi Gliori has also been used as the basis for a 5E framework which you should also have in your pack. The second book, 'Ruby's Worries' by Tom Percival is used in modules 2 and 3.

The purpose of this framework is to support a recovery curriculum as children move through the school year 2020/21. The framework has been divided into smaller units. For some teachers each unit might be just one lesson, for others it might be longer depending on the needs of the class, the prior knowledge of the teachers' own priorities. You can adapt the suggested activities as you wish to assist your children make the transition back into school. Schools may have prior and other elements as key learning as per their own planning and assessment.

**Please read through the document in its entirety before using the ideas to create your own sequence of learning.** You may want to use the document in appendix B to help you map out the content.

### Early Learning Goals (Consolidation/revision/recap)

### Year 1 Objectives (May be impacted by gaps in R)

- Listening and attention: Children listen attentively to a range of situations. They listen to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or opinions. They give their attention to what others say and respond appropriately. They are engaged in other activities.
- Self-confidence and self-awareness: Children are confident in their own abilities and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their own experiences and will create the resources they need for their chosen activities. They are confident to ask for help when they need it.
- Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also

### Word Reading:

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPC's that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing GPC's and -s, -es, -ing, -ed, -er and -est endings.
- Read other words of more than one syllable that contain taught GPCs

<p>read some common irregular words. They demonstrate an understanding when talking with others about what they have read.</p>	<ul style="list-style-type: none"> <li>• Read words with common contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s)</li> <li>• Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> </ul>
<ul style="list-style-type: none"> <li>• Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> <li>• Speaking: Children express themselves effectively, showing awareness of listener's needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</li> <li>• Managing feelings and behaviour: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow rules.</li> <li>• Reading: Children read and understand simple sentences. They use their phonic knowledge to decode regular words and read them aloud accurately. They can read some common irregular words. They demonstrate an understanding when talking with others about what they have read.</li> </ul>	<p>Reading – Comprehension:</p> <p>Develop measures of reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>○ listening to and discussing a wide range of poems, stories, and non-fiction at a level below that at which they can read independently</li> <li>○ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>○ recognising and joining in with predictable phrases</li> <li>○ learning to appreciate rhymes and poems, and to recite some by heart</li> <li>○ discussing word meanings, linking new meanings to those already known</li> </ul> <ul style="list-style-type: none"> <li>• understand books that they can already read accurately and fluently and those they cannot</li> </ul> <p>Listening:</p> <ul style="list-style-type: none"> <li>○ listening on what they already know or on background information and vocabulary provided by the teacher</li> <li>○ checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>○ discussing the significance of the title and events</li> <li>○ making inferences on the basis of what is being said and done</li> <li>○ predicting what might happen on the basis of what has been read so far</li> </ul> <ul style="list-style-type: none"> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them.</li> </ul>
<ul style="list-style-type: none"> <li>• Moving and handling: Children show good control and coordination in large and small movements. They move confidently in a range of ways, successfully negotiating space. They handle equipment and tools effectively, including pencils for writing.</li> </ul>	<p>Writing – Transcription:</p> <p><b>Spelling (see English Appendix 1)</b></p> <ul style="list-style-type: none"> <li>• spell: <ul style="list-style-type: none"> <li>○ words containing each of the 40+ phonemes already taught</li> </ul> </li> </ul>

- **Writing:** Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

- common exception words
- the days of the week
- name the letters of the alphabet:
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
  - applying the spelling rule of adding –s/–es as the plural marker for nouns and the third person singular marker for verbs
  - using the prefix un– (changing verbs & adjectives)
  - adding –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, help, helped, helper, eating, quicker, quickest]
  - applying simple spelling rules for homophones, as listed in English Appendix 1

#### Handwriting

• sit correctly at a table, holding a pencil comfortably and correctly ♣ begin to form lower-case letters in the correct direction, starting and finishing in the right place ♣ form capital letters ♣ form numbers 0-9 ♣ understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

- **Understanding:** Children follow instructions involving several steps or actions. They answer ‘how’ and ‘why’ questions about their experiences and in relation to stories and events.
- **Speaking:** Children express themselves creatively, showing awareness of their own needs. They use past, present and future tenses accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
- **Writing:** Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

#### Writing - Composition:

Pupils should be taught to:

- write sentences by:
  - saying out loud what they are going to write about
  - composing a sentence orally before writing it
  - sequencing sentences to form short narratives
  - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

**Writing:** Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

### **Writing – Vocabulary, Grammar, Punctuation**

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
  - leaving spaces between words
  - joining words and joining sentences and
  - beginning to punctuate sentences using a capital letter and a full stop, question mark and exclamation mark
  - using capital letters for names of people, places, the days of the week, and the personal pronoun I
- learning the grammar of year 1 in English Appendix 2



Use the grammatical terminology in English Appendix 2 in discussing their writing.

#### **Terminology for children:**

letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

**Module 1: 'No Matter What' by Debi Gilori - <https://www.youtube.com/watch?v=Q4-DrpXZwW8>**

# MODULE 1

<p><b>Understanding (ELG):</b> Children answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p><b>Introduce the book:</b> Pages 2-3 Ask the children what they see in the picture? Who are the characters? Where do they live? How do we know that? What clues tell us where the story is set? What time of day is it?</p>	
<p><b>Listening and Attention:</b> They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p><b>Managing feelings and behaviour ELG):</b> Children talk about how they and others show feelings...</p> <p><b>Speaking:</b> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p><b>Pages 4-7</b> Read text to children, picking out key vocabulary. Ask the children to act out how Small is feeling. "Playing toss, fling and splash, yell and scream and bang and crash, bang and splash and bang and batter..." body language and facial expressions to act out the story.</p> <p>How is Small feeling? How does he know? Have you ever felt grumpy like Small? Children take turns, listening to others.</p> <p>Label a picture of Small with words that describe how he is feeling. What other ways could Small have expressed how he was feeling?</p>	 <p>Further reading: Link to 'Sweep' by Louise Grieg – about a boy in a very bad mood <a href="https://www.youtube.com/watch?v=9VK2CP8IDFI">https://www.youtube.com/watch?v=9VK2CP8IDFI</a></p>
<p><b>Listening and Attention:</b> They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p><b>Managing feelings and behaviour ELG):</b> Children talk about how they and others show feelings...</p>	<p><b>Page 8-9</b> Explore the story with the children, again exploring body language. Explain that Lou has unconditional love for Small. Teach the children the fox song to the tune of <i>Skip to my Lou</i>.</p> <p>Encourage children to think about who loves them and who they love.</p>	<p><i>Little fox, little fox, I love you. Little fox, little fox, yes I do! Little fox, little fox, I love you. I'll love you no matter what you do!</i></p>

<p>Listening and attention: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>They demonstrate an understanding when talking with others about what they have read</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others.</p>	<p><b>Page 10- 11</b></p> <ul style="list-style-type: none"> <li>Examine the pages with the children. How is Large showing Small that he cares? Why would it matter if Small was a bear?</li> <li>What do the children already know about 'grizzly' bears? What does grizzly mean?</li> <li>Remind children of 'We're Going on a Bear Hunt'. What is the bear like in that story? How do you feel about the bear?</li> <li>Read 'A Beginner's Guide to Bear Spotting'. How are the bears presented in this text?</li> <li>You could use this as an opportunity to do some non-fiction research of brown bears with the children. Children could produce a simple fact file with labels and captions about bears.</li> </ul>	<p>Further reading:</p> <p>'We're Going on a Bear Hunt' by Michael Rosen <a href="https://www.youtube.com/watch?v=Ogyl6ykDwds">https://www.youtube.com/watch?v=Ogyl6ykDwds</a></p> <p>'A Beginner's Guide to Bear Spotting' by Michelle Robinson <a href="https://www.youtube.com/watch?v=tjVFBZUc7so">https://www.youtube.com/watch?v=tjVFBZUc7so</a></p> <p>Facts about bears: <a href="https://www.youtube.com/watch?v=54CDgurNMSI">https://www.youtube.com/watch?v=54CDgurNMSI</a></p>
<p>Listening and attention: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>They demonstrate an understanding when talking with others about what they have read</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others.</p>	<p><b>Page 12-15</b></p> <p>Again, look in detail at the text with the children. How is Small showing Snail that he cares? Why would it matter if Snail was a bug? What do the children already know about 'bugs'?</p> <ul style="list-style-type: none"> <li>Read 'The Very Ugly Bug'. How are the bugs presented in this text? What is the 'Ugly Bug Ball'?</li> <li>You could use this as an opportunity to do some non-fiction research of minibeasts with the children. Children could produce a simple fact file with labels and captions about minibeasts.</li> </ul>	<p>Further reading:</p> <p>'The Very Ugly Bug' by Liz Pichon <a href="https://www.youtube.com/watch?v=8Zg-RPykl40">https://www.youtube.com/watch?v=8Zg-RPykl40</a></p> <p>'The Ugly Bug Ball' Disney <a href="https://www.youtube.com/watch?v=Oq17LXDBJ9o">https://www.youtube.com/watch?v=Oq17LXDBJ9o</a></p> <p>'Bugs – First Facts – DK' and other minibeast non-fiction books <a href="https://www.youtube.com/watch?v=uiqDniB8T6A">https://www.youtube.com/watch?v=uiqDniB8T6A</a></p>
<p>Listening and attention: Children listen attentively in a range of situations. They listen</p>	<p><b>Page 16-19</b></p>	<p>Further reading:</p>

<p>to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>They demonstrate an understanding when talking with others about what they have read</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others.</p>	<ul style="list-style-type: none"> <li>Again, look in detail at the pages with the children. How does Large show Small that he cares? Why would it be important for Large to show Small that he cares? What do the children already know about crocodiles?</li> <li>Read 'Open Very Carefully'. How is the crocodile presented in this text? Do the children know any other crocodiles with crocodiles in? What are they like?</li> <li>You could use this as an opportunity to do some non-fiction research of crocodiles with the children. Children could produce a simple file with facts and opinions about crocodiles.</li> </ul>	<p>'Open Very Carefully' by Nicola O'Byrne and Nick Bromley <a href="https://www.youtube.com/watch?v=0pbLVdGQGeU">https://www.youtube.com/watch?v=0pbLVdGQGeU</a></p> <p>National Geographic- Crocodiles: <a href="https://www.youtube.com/watch?v=qyTNzTYFglw">https://www.youtube.com/watch?v=qyTNzTYFglw</a></p>
<p><b>Writing: (ELG)</b> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p><b>Pages 10-19</b> Model writing a sentence with an alternative animal. "What if I was a crocodile, then they, I was a parrot, write the sentence and try and sound out and spell the name of the animal they have chosen?" Children identify the question mark and they know why it's at the end of the sentence. Talk about why we use them.</p>	
<p><b>Writing: (ELG)</b> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others.</p>	<p><b>Page 8- 21</b> In the text, write a list of all the ways that Large shows Small that he cares? What other things could Large do to show Small that he cares?</p>	
<p><b>Writing: (ELG)</b> Children use their phonic knowledge to write words in ways which match their spoken</p>	<p><b>Page 22- 25</b></p>	<p>Further reading: 'How to Catch a Star' by Oliver Jeffers</p>



<p>sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<ul style="list-style-type: none"> <li>Stars: What are they? What can we use to take a close look at them? Research stars in space and telescopes. Children produce simple fact file about stars.</li> <li>Link to daily routine/bedtime routine. Opportunity to use vocabulary of time. Can children talk/write about their daily routine?</li> <li>Linked to 'How to Catch a Star' star up in the classroom. Can the children problem solve about how to get it down?</li> <li>Read the poem 'Twinkle, Twinkle, Little Star' by Gareth Lancaster.</li> </ul>	<p><a href="https://www.youtube.com/watch?v=rpvR6hJPxiw">https://www.youtube.com/watch?v=rpvR6hJPxiw</a></p> <p>'My Pet Star' by Corrinne Averiss <a href="https://www.youtube.com/watch?v=oeMbKT6plqw">https://www.youtube.com/watch?v=oeMbKT6plqw</a></p> <p>'Twinkle, Twinkle, Little Star' <a href="https://www.bbc.co.uk/bitesize/clips/zt8w6sg">https://www.bbc.co.uk/bitesize/clips/zt8w6sg</a></p> <p>by Gareth Lancaster. <a href="http://www.bbc.co.uk/bitesize/clips/zhdjtfr">http://www.bbc.co.uk/bitesize/clips/zhdjtfr</a></p> <p>about stars <a href="http://downloads.bbc.co.uk/tv/guides/BBC_Stargazing_Live_2012_Lesson_plans_KS1.pdf">http://downloads.bbc.co.uk/tv/guides/BBC_Stargazing_Live_2012_Lesson_plans_KS1.pdf</a></p>
<p><b>Reading – Comprehension (Y1 PoS):</b> develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>learning to appreciate rhymes and poems</li> </ul>	<p>Can the children identify that the text in the book rhymes? Do they know which books that have been read to them that rhyme?</p> <p>Model making up a rhyme. Can the children help?</p> <p>Read an onset and rhyme game. Objects – Silly soup – <u>rat</u>, <u>hat</u></p>	<p>Use the silly soup song</p> <p>'We're making lots of silly soup We're making soup that's silly We're going to put it in the fridge To make it nice and chilly</p>



## Curriculum Recovery - English: Year 1

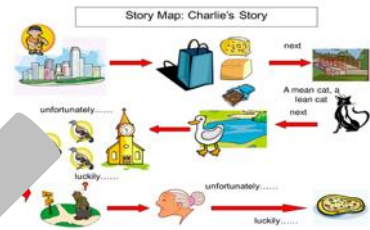
### Module 2: 'Ruby's Worry' by Tom Percival

	Objectives (taken from ELGs and Year 1 PoS)	Suggested Learning Activities	Possible Connections (text, image, video, music)
MODULE 2	<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. (ELG)</p> <ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words</li> <li>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words (Y1 PoS)</li> </ul>	<p>At this time, it is exceptionally important that children are encouraged to read independently as much as possible from books that are matched well to their own phonic knowledge. If children have reduced access to books, it is an opportunity to this whilst they are at home. It is also a priority that this is made a priority.</p> <p>Plan in frequent opportunities for children to be heard to read aloud at home. Children to be heard to read aloud that they can apply their phonic knowledge. Use these sessions to ensure that children are able to take next in terms of word reading.</p>	<p>Texts that are well matched to the children's phonic knowledge.</p>
	<p><b>Speaking:</b> Children express themselves effectively, showing awareness of listeners' needs.</p> <p>Participate in discussion about what has been read to them, taking turns and listening to what others say (Y1 PoS)</p> <p>Predict what might happen on the basis of what has been read so far (Y1 PoS)</p>	<p><b>Introduction to the book:</b></p> <p>Hook children through using different clues placed in a box. Keep the book hidden. Clues could include:</p> <ul style="list-style-type: none"> <li>A picture of Ruby</li> <li>'Happy' soundtrack</li> <li>A small 'Worry'</li> <li>A small 'Worry'</li> <li>A small 'Worry'</li> </ul> <p>Reveal on a time to give the children the opportunity to talk to each other and make predictions. What might happen in the story?</p>	<p>'Happy' by Pharrell Williams <a href="https://www.youtube.com/watch?v=ZbZSe6NBXs&amp;feature=youtu.be">https://www.youtube.com/watch?v=ZbZSe6NBXs&amp;feature=youtu.be</a></p> <p>'Can't Stop the Feeling' by Justin Timberlake <a href="https://www.youtube.com/watch?v=ruOK8uYEZWw">https://www.youtube.com/watch?v=ruOK8uYEZWw</a></p>

<p><b>Managing feelings and behaviour:</b> Children talk about how they and others show feelings (ELG)</p> <p><b>Understanding:</b> They answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG)</p> <ul style="list-style-type: none"> <li>Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>joining words and joining clauses using and</li> </ul> </li> </ul> <p>beginning to punctuate sentences using a capital letter and a full stop (Y1 PoS)</p>	<p><b>Pages 1-4</b></p> <p>Read to page 4 where it says 'Ruby was perfectly happy. Until one day.....'</p> <p>Discuss the things that made Ruby happy? What makes other people happy? What makes the children happy? Listen to the lyrics to 'Happy' and 'Can't Stop the Feeling'. How do both songs make you feel? What does happy feel like? What do we do when we are happy? What expression do we wear?</p> <p>Children to draw and label, record, and record sentences.</p> <ul style="list-style-type: none"> <li>The things that make me happy are.....</li> <li>Make a happy to go things to make me happy. Put on parcel labels with things to hang on.</li> </ul>	 <p>'Happy' by Pharrell Williams <a href="https://www.youtube.com/watch?v=ZbZSe6NBXs&amp;feature=youtu.be">https://www.youtube.com/watch?v=ZbZSe6NBXs&amp;feature=youtu.be</a></p> <p>'Can't Stop the Feeling' by Justin Timberlake <a href="https://www.youtube.com/watch?v=ruOK8uYEZWw">https://www.youtube.com/watch?v=ruOK8uYEZWw</a></p>
<p><b>Managing feelings and behaviour:</b> Children talk about how they and others show feelings (ELG)</p> <p>Predict what might happen on the basis of what has been read so far (Y1 PoS)</p> <p><b>Speaking:</b> Children express themselves effectively, showing awareness of listener's needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say (Y1 PoS)</p>	<p><b>Pages 5-12</b></p> <p>Read page 4 and ask children to predict what will happen next. Look at the picture and suggest what might happen. What does the picture suggest?</p> <p>Read pages 5 to 12 noticing how Ruby's facial expressions and body language change as she gets sadder and bigger. How do we think Ruby is feeling now? What do you think Ruby be worrying about? Why do we think one else to see Ruby's worry?</p> <p>Ask children whether they have ever been worried about anything? (You may want to link this back to coronavirus if you wish or leave it open entirely to the children's interpretations.)</p> <p>Explore the vocabulary for 'worried'. What other words mean the same or similar to anxious, stressed, concerned. What can we do when we get worried?</p>	<p>Link to worry box in PSHE framework.</p>

<ul style="list-style-type: none"> <li>making inferences on the basis of what is being said and done (Y1 PoS)</li> <li>Understanding: Children follow instructions involving several ideas or actions.</li> <li>listening to and discussing a wide range of poems, stories, and non-fiction at a level beyond that at which they can read independently (Y1 PoS)</li> </ul>	<p><b>Pages 13-20</b></p> <p>Discuss with the children how the Worry keeps getting bigger and bigger. Will it ever go away? Will she ever be happy again? Choose a small number of illustrations between p13-20 and ask the children to add thought bubbles. What is Ruby thinking in each scenario? E.g. in the kitchen at teatime.</p> <p>Research worry dolls and worry monsters (make up your own). Can children follow a simple set of instructions to make a simple worry doll or worry monster?</p>	<p>How to make a worry doll: <a href="https://www.redtedart.com/how-to-make-worry-dolls-with-peg-peg/">https://www.redtedart.com/how-to-make-worry-dolls-with-peg-peg/</a></p> <p>How to make a worry monster: <a href="https://www.twinkl.co.uk/resource/t-l-54049-the-making-of-a-worry-monster-activity-sheet">https://www.twinkl.co.uk/resource/t-l-54049-the-making-of-a-worry-monster-activity-sheet</a></p>
<ul style="list-style-type: none"> <li>Speaking: Children express themselves effectively, showing awareness of listeners' needs.</li> <li>Managing feelings and behaviour: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences. (ELG)</li> </ul>	<p><b>Pages 21-29</b></p> <p>Talk about how Ruby realises that other people have worries and that makes her feel a bit better. She thinks that if she shares her worry, it eventually goes away.</p> <p>There are lots of things you can do to shrink a worry. Talk through the ideas in class. Children write a list of things they can do to shrink a worry. For example, listening to the sound of rain. Listening to music, singing a song, or other exciting can help worries disappear.</p>	<p>'Don't Worry, Be Happy' by Bobby McFerrin <a href="https://www.youtube.com/watch?v=d-diB65scQU&amp;feature=youtu.be">https://www.youtube.com/watch?v=d-diB65scQU&amp;feature=youtu.be</a></p>
<ul style="list-style-type: none"> <li>develop pleasure in reading, and motivation to read, vocabulary and understanding by:</li> <li>listening to and discussing a wide range of poems, stories, and non-fiction at a level beyond that at which they can read independently (Y1 PoS)</li> </ul>	<p><b>Page 25-27</b></p> <p>Read the beautiful rainbows in the text. Talk about how rainbows have been a source of hope during the coronavirus pandemic. Did the children notice any key words for rainbows?</p> <p>Why do you think rainbows were chosen?</p> <p>Research rainbows using non-fiction sources.</p>	<p>Kiddle Rainbow facts <a href="https://kids.kiddle.co/Rainbow">https://kids.kiddle.co/Rainbow</a></p> <p>Lego Cool Facts about rainbows <a href="https://www.youtube.com/watch?v=2gf0xhBlzZ0">https://www.youtube.com/watch?v=2gf0xhBlzZ0</a></p> <p>I can sing a Rainbow song <a href="https://www.youtube.com/watch?v=VqRBxO2GDFA">https://www.youtube.com/watch?v=VqRBxO2GDFA</a></p>

Curriculum Recovery - English: Year 1 Module 3: 'Ruby's Worry' by Tom Percival			
	Objectives (taken from Year 1 PoS)	Suggested Learning Activities	Possible Connections (text, image, video, music)
MODULE 3	<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words.</p> <ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words</li> <li>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words (Y1 PoS)</li> </ul>	<p>At this time, it is exceptionally important that children are encouraged to read independently as much as possible. Books that are matched well to their own phonic knowledge will be more likely to be read. Opportunity to this whilst working at home, it is imperative that this is made a priority.</p> <p>Plan in frequent opportunities in school and at home for children to be heard to read in a way that allows them to apply their phonic knowledge. Use these sessions to assess what children have taught in terms of word reading.</p>	<p>Texts that are well matched to the children's phonic knowledge.</p>
	<p><b>Listening and attention:</b> Children listen attentively. They listen to stories, accurately anticipating key events (ELG)</p> <p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding:</b> Children become very familiar with key stories and traditional tales, retelling them and considering their particular characteristics (Y1PoS)</p>	<p><b>Ordering the story:</b> (ELG)</p> <p>Copy some of the illustrations from the book and place them around the classroom or hall on the floor. Let the children walk the story, talking about each picture in turn. Can they put the pictures in the correct sequence? Do we need to change the order to get the story in the right order?</p> <p>Give the children a sentence with missing words (cloze procedure) and ask them to fill in the missing words from the story.</p>	

	<p><b>Listening and attention:</b> Children listen attentively. They listen to stories, accurately anticipating key events (<b>ELG</b>)</p> <p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b> becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics (<b>Y1PoS</b>)</p>	<p><b>Sequencing the story: Story maps</b> create a story map with the children's help. Read and re-read the story map to build up familiarity with the children.</p> <ul style="list-style-type: none"> <li>Children make their own story maps of 'Ruby's Worry'</li> <li>Can they retell the story to someone else using their story map?</li> </ul>	
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>write sentences by: <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives (Y1 PoS)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Write full sentences in with the help of their story maps to sequence the story.</li> </ul>	
	<ul style="list-style-type: none"> <li>discussing word meanings, linking new meanings to those already known (Y1 PoS)</li> </ul>	<p><b>Retelling of story planning</b></p> <ul style="list-style-type: none"> <li>Add vocabulary to story map to help scaffold the plan.</li> <li>Children make their story maps and divide them up into sections of the story – beginning, middle, end.</li> <li>Children to label their story maps and enhancing them by using some of the new vocabulary learnt.</li> </ul>	
	<p><b>Writing:</b> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others.</p>	<p><b>Retelling the story:</b> Children to retell the story of 'Ruby's Worry'. To help them retelling, children to use their story maps to help them define the beginning, middle and end of story. The retelling can be done through:</p> <ul style="list-style-type: none"> <li>Orally recording their story</li> </ul>	

	<p>Some words are spelt correctly and others are phonetically plausible. <b>(ELG)</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• write sentences by: <ul style="list-style-type: none"> <li>○ saying out loud what they are going to write about</li> <li>○ composing a sentence orally before writing it</li> <li>○ sequencing sentences to form short narratives (Y1 PoS)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Making a storyboard</li> <li>• Innovate the original story (can they change the main character of Ruby to someone else) – who makes this character happy?</li> </ul>	
	<p><b>Develop their understanding of the concepts (Y1 PoS)</b></p> <ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• using a capital letter for names of people and the pronoun I.</li> <li>• beginning to punctuate sentences using a capital letter and a full stop,</li> </ul> <p><b>Children develop their use of terminology: (Y1 PoS)</b> Such as: Letter, capital letter, word, punctuation, full stop.</p>	<p>Find examples of names and pronouns in the text. Small, Large, I (n9, 11, 16, 20)</p> <p>Choose a sentence from the text. Discuss how it starts with a capital letter and ends with a full stop and there are clear spaces between each word.</p> <p>Write a sentence out from the text with a capital letter, full stop, space. Ask children what is wrong with it. Can they put it right?</p>	
	<ul style="list-style-type: none"> <li>• understand both the books they can all read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> <li>○ drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul> </li> </ul>	<p>Find links in content to both 'No Matter What' and 'Ruby's Worry'.</p> <p>Discuss the text is a celebration of everything wonderful about Earth and gives us plenty to be grateful for.</p>	<p>Here We Are – Oliver Jeffers – Watch with sound off and read aloud to children <a href="https://www.youtube.com/watch?v=cPPQdDwTUvE">https://www.youtube.com/watch?v=cPPQdDwTUvE</a></p>

	<ul style="list-style-type: none"> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them.</li> </ul>	<p>Children to write a simple list poem of everything that is written about them and about living on earth.</p> <p>Encourage children to check what they have written and to read it out to a friend.</p>	
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## Appendix A: Comprehension Question Stems

### Comprehension: Reading for Meaning

Vocabulary	Retrieve	Sequence	Predict
What word in the text tells you that...?	Who are the characters in the book?	Which of these events happens first?	What do you think might happen next? How do you know?
Find and copy (a word/group of words/sentence) that tells you...	Which character says _____?	What happens after _____?	What do you think would happen if _____? What makes you think that?
Find a word that means the same as...	Where/when does _____ take place?	What happens before _____?	What do you think will happen to _____?
Which words and /or phrases make you think/feel _____?	What did _____ look like?	What happens in the beginning, middle and end of this story?	How can you tell that... (e.g. the time of year/season the poem is about)?
The author uses the word _____. What does it mean?	How did _____ feel _____? you know?	Use the beginning, middle and end of this text to describe _____.	How do you feel about _____?
In the story, _____ is repeated. Why?	Where _____ live _____ sentences to describe _____.	Can you explain why _____?	Find a clue in the text that tells us ....
Which words and /or phrases make you feel _____?	What _____ is used to describe the ...?	Can you order these events? (Give 3/4 events)	What would you do if you were this character? Why? Do you think this character will do the same as you?
	What two words are used to describe ... ?	What is this poem about?	

Appendix B: Planning Overview

	Week 1	Week 2	Week 3
M			
T			
W			
TH			
F			
	Week 4	Week 5	Week 6
M			
T			
W			
TH			
F			